

**Non-Traditional Instruction Program  
Application for Districts New to the Program  
2015-2016**

**KRS 158.070 Section 9:**

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.*

**District**

**Date**

**Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.**

1. a. Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

The Metcalfe County School District will use a combination of on line curriculum/instruction at the high school and middle school level. The elementary school will focus predominantly on hard copy packets of material that will be made available throughout the winter months. These materials will focus primarily on the four core areas of math, reading, science, and social studies.

- b. How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

District leadership has followed the pilot project since its inception several years ago. There has been intense study during the 2014-15 school year of the districts that participated. The applications of those districts have been reviewed and personal contact has been made with leadership from several of those districts. District leadership has attended workshops and met one-on-one with staff members from the pilot districts. Each building principal has met with their respective leadership teams and SBDM Councils to gather feedback throughout the process. The draft application/proposal has been shared with faculty and student representatives to solicit input.

2. What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

Metcalfe County Schools have provided access to alternative methods of instruction for a number of years. Matt Shirley was head of the Hornet Learning Academy for five years. This academy provided alternate pathways to a diploma, chief among them was via a digital curriculum. Mr. Shirley now works directly out of the high school and is the district director of Digital Learning. Superintendent, Dr. Benny Lile has over ten years of experience in establishing and administering digital learning environments. In addition the district is currently a recipient of Race to the Top grant funds for personalized learning and is in the midst of implementing personalized learning strategies through a grant funded by the Next Generation Learning Challenge. Specifically, funds from the NGLC grant are being used to train staff to have all content placed into an on line Learning Management System (LMS). In addition there is a staff member already in place who delivers instruction entirely via digital content.

3. a. What method will the district use to deliver instruction on Non-Traditional Instruction days?

Middle-High, and upper elementary school will use a digital content delivery system. Adequate preparation will be made for students who do not have access. This will include, but not be limited to; printed copies of assignments and/or pre-loaded devices students could check out to take home.

- b. If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

The district is currently evaluating and negotiating with Canvas Learning Systems. The Canvas product has a number of features that make it conducive to including content from a variety of vendors and sources. These include, Kahn Academy, You Tube and Teacher Tube, and a number of third party suppliers.

Various forms of messaging (e-mail, LMS messaging, etc) will be used.

c. If the method is not digitally-based, please describe the instructional process.

Lower elementary students (grades k-3) will have a hard copy option that will consist of individual packets consisting primarily of Reading and Math assignments, but will have related Science and Social Studies assignments as well. Each grade will have a lead contact person to ensure that materials are kept current on a weekly basis beginning in mid-November at least through the end of February. Each packet will contain a minimum of five assignments that would constitute a normal days activities and homework. Students will be given an equivalent number of days to submit the work in correlation to days missed, plus one day. Example, if one day is missed, the work will be expected the second day school is back in session. If four days are missed, the work will be expected no later than the fifth day back in session. The district will continually evaluate the viability of taking the digital solutions to the lower grades.

4. a. How will the district account for all students' access to on-line resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

Based on prior research, it is thought that approximately 70% of our students have access to on line resources. For those students who do not, various avenues will be explored. These include but are not limited to;

1. Printed copies of assignments
2. Devices for checkout with pre-loaded resources and assignments
3. A limited number of devices with access to cellular signals in order to access content.

b. What opportunities exist for community partners to be engaged in Non-Traditional Instruction days?

We have had previous discussions with local cellular provider Bluegrass Cellular seeking ways to provide data access to remote parts of our district. We have a long standing partnership with the local library whereby students use computers and access internet services.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

Plans are underway to provide extensive professional development on the use of the Canvas LMS and producing digital content on the platform. Representatives from the Kentucky Department of Education are in communication with us as to the best way to model and provide the appropriate professional development around the delivery of the content and instruction after it is online. By the time the pilot project would be accessed all staff members would have had the opportunity to participate in an extensive training experience.

Commented [LB-M(1):

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

All staff members will have access to the LMS. On days designated as Non-Traditional Learning Days (NTLD) staff members will be expected to be available through the LMS messaging system, e-mail, phone, or other pre-arranged methods. The expectation will be that between the hours of 8am-3pm, staff members will respond in timely fashion (30 minutes or less) to all student requests. For some reason should this not be possible, the staff member will post a notice on the appropriate LMS site/page. On days where main roads are not hazardous for automobile travel, each principal reserves the right to request staff members to report to their respective buildings.

- b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

Each building principal will be responsible for logging the hours of time missed by classified staff. If there are days teachers are called to be in the buildings, classified staff will be expected to attend as well. For the remaining hours classified staff will need to work, each principal will develop individualized plans for each staff member beginning March 1 in order to fulfill contractual obligations by the end of the school year. The principals will work in conjunction with the certified staff in order to plan the most relevant and useful activities for the classified staff during the make-up hours.

7. a. How will information on student participation be gathered on Non- Traditional Instruction days?

The LMS will monitor student log-ins and time spent in the system. There is also an expectation that all assignments be completed in a timely fashion. Students will printed copies will be expected to complete assignments based upon the information addressed in item #3c. It is expected that the return rate of student work will be equal to or greater than that of a traditional day.

- b. How will information on staff participation be gathered on Non- Traditional Instruction days?

Each building administrator will have control rights of the LMS where any and all activity can be monitored. In addition each staff member will be expected to keep a log of student contacts. For those teachers relying predominantly on printed copies, the log will be the main indicator. The time spent scoring papers and providing feedback upon return from the snow days will be counted as accumulated teacher time as well. (This assumes the work is being completed after normal school hours.)

8. a. What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)

The Canvas learning system has a rich analytical reporting system that will be used for this purpose. It is expected that all students will participate in an in-depth review process upon return from the break in attendance days. Each teacher will use this as a formative process to gauge student learning and interaction. It is expected that students will continue to perform as well or better than normal on traditional assessments.

- b. What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

Similar to the answer to the above question, it is expected students will perform at least as well as they do on traditional days and on traditional assessments.

9. a. Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

The District ECE Director will be involved in all plans for the deployment of the project. Each school will ensure that Sp. Ed. teachers are working with the regular ed staff in the development of assignments as they pertain to the IEP's of the students they serve. In turn, ECE students shall be provided extended time upon return to satisfactorily complete assignments. The district director will monitor this process as we move forward and will advise as to any adjustments that will need to be made for individual students.

- b. Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

We will involve the assistance of our migrant coordinator to assist in specific plans for ELL students. Accelerated packets/on line materials will be made available to GT students in accordance to their specific and individual plans. The respective district directors will oversee these processes.

10. In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

Our district has an active and updated web site and has a strong presence on social media. All of these will be used along with traditional media outlets (radio, newspaper) in order to disseminate information about the program.

### **Definitions**

#### **ARC**

*An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.*

#### **Blended Learning**

*Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)*

#### **Digital Learning**

*Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)*

#### **Equitable Instructional Materials**

*Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.*

#### **GSSP**

*A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)*

#### **IEP**

*An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).*

### **Learning Management System (LMS)**

*A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate “anytime, anywhere” access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.*

### **Non-Traditional Instruction Day**

*A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.*

### **Non-Traditional Learning**

*Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.*

### **PSP**

*A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)*

### **Stakeholders**

*Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)*

### **SWD**

*A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.*

We certify that this application was reviewed and approved by the \_\_\_\_\_  
(school district)

Board of Education at a regular meeting of the Board on \_\_\_\_\_  
(date)

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
Local Board of Education Chair Date

\_\_\_\_\_  
Terry Holliday, Commissioner of Education Date

**Application Deadline: May 1, 2015**

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to [beth.peterson@education.ky.gov](mailto:beth.peterson@education.ky.gov) or mail to:

Beth Peterson  
KDE - Division of Innovation and Partner Engagement  
8<sup>th</sup> Floor CPT  
500 Mero St.



Frankfort, KY 40601

